



## EDTC 5320—INTEGRATING EDUCATIONAL TECHNOLOGY

*LOOKING AT PERSPECTIVES*

Fall 2009

Dr. Liz Stephens

### WHY THIS COURSE?

This course is designed to provide a forum for the investigation and evaluation of ways of integrating technology in classroom settings.

You will discover what tools are available to do this, and more importantly, you will determine *when* and *why* to use these tools. Learning outcomes in K-

college classrooms will frame discussion and course projects.

#### **Course Rationale**

Key words in the preceding section are *investigation*, *evaluation*, and *why*.

You will explore different ways of using the computer to teach and learn, and you will decide what is valuable and what is unfounded. Most importantly, you

will decide **WHY** to use technology. Why to use technology in a certain way is directly connected to your theory about what works and what doesn't.

In this course you will identify and articulate your own theory and align it with the theories of scholars, theorists, researchers, critics, and visionaries.

#### **Books Needed**

*Don't Bother Me Mom--I'm Learning*  
By Marc Prensky  
ISBN: 1-55778-858-8

*Disrupting Class*  
By Clayton M. Christensen  
ISBN: 978-0-07-159206-2

*The Dumbest Generation: How the Digital Age Stupifies Young Americans and Jeopardizes Our Future*  
By Mark Bauerlein  
ISBN: 978-1-58542-712-3

#### **Resources Needed**

Computer  
Internet access  
TRACS

#### **Saturday Class Meetings**

9:30 a.m. - 3:30 p.m.

August 29  
September 19  
October 24  
December 5

### WHAT ABOUT GRADES? ABSENCES? CLASS MEETINGS?

See the last page to review the list and descriptions of projects. The grade scale is based on scores on an online presentation, reviews of journal articles,

attendance (face-to-face **and** online), and two projects.

90-100 – A  
80-89 – B  
70-79 – C

We will meet for four Saturdays and weekly online. We will use TRACS and web 2.0 tools to meet online. Our wiki is [www.edtctheory.wikispaces.com](http://www.edtctheory.wikispaces.com).

## SEPTEMBER

We'll meet on August 29 and September 19; these face-to-face classes will be packed with discussion and will set the stage for future discussion.

In class in August: introductions, preview of semester, brief history of curriculum, general theoretical models, Critical Incident protocol, other protocols. In class in September: basics on theory, planning lessons with

technology in mind, and situated philosophy.

Week of Aug. 31-Sept. 4

Online discussion of Prensky, Parts 1, 2, and 3

Week of Sept. 7-11

Online discussion of Prensky, Parts 4 and 5

Week of Sept. 14-18

Prensky Book Review DUE

Levels of class interaction:

- Mini-lecture
- Demonstration
- Class discussion
- Online discussion-asynchronous

Week of Sept. 21-25

Response to book reviews



## OCTOBER

We'll meet on October 24 and will engage in a Descriptive Consultancy Protocol, much like the one you will do in December. We'll discuss Connectivism—a learning theory for the digital age and look at how theories fit into technology application in various content areas.

Week of Sept. 28-Oct. 2

Online discussion of Bauerlein, Preface, Introduction, Ch. 1-3

Week of Oct. 5-9

Online discussion of Bauerlein, Ch. 4-6

Week of Oct. 12-16

Bauerlein Book Review DUE

Week of Oct. 19-23

Response to Bauerlein Book Reviews

Week of Oct. 26-30

Online discussion of Christensen, Introduction, Randall Circle High School, Ch. 1-3

What's a protocol?

A protocol is a structured way to carry on a rich discussion about a specific topic. Each protocol has rules that must be followed in order for the protocol to work. A facilitator guides the discussion and makes sure that rules are followed.

## NOVEMBER

We will not meet in person this month. Thanksgiving week is November 23-27. Our online activity will be silent that week. However, your Online Theory Presentation is due on November 23, Monday.

Week of Nov. 2-6

Online discussion of Christensen, Introduction, Randall Circle High School, Ch. 4-6

Week of Nov. 9-13

Online discussion of Christensen, Introduction, Randall Circle High School, Ch. 7-9, Conclusion

Week of Nov. 16-20

Christensen Book Review DUE



## DECEMBER

We end our semester on December 5 with our semester finale—the descriptive consultancy protocols.

Nov. 30-Dec. 4

Response to Christensen book reviews

### ABOUT YOUR INSTRUCTOR—DR. LIZ STEPHENS

I've been involved with technology since 1985 when I had charge of the yearbook at United High School in Laredo, Texas. That interest grew into a doctoral degree in 1995 from the University of Houston in Curriculum & Instruction with an emphasis on technology and literacy. I taught high school English, psychology, and journalism for 10 years (1978-1989) and I'm starting my 15th year of teaching at the university level. I am half-time professor of educational technology and half-time Director of the Office of Educator Preparation.

My research interests are in writing, technology, and teacher professional development. I'm currently working on a video-case

based multimedia program for the National Writing Project.

I spend my leisure time (what little there is) traveling with my husband, playing with my two rescued dogs, writing poetry, investigating family history, and making bead jewelry.



# GRADING AND EVALUATION

## Book reviews

Don't Bother Me Mom, I'm Learning 9-18	15 pts.
The Dumbest Generation 10-16	15 pts.
Disruptive Class 11-20	15 pts.



Online theory presentation 11-23	23 pts.
Descriptive consultancy protocols 12- 5	20 pts.
Attendance at four meetings	12 pts.

Total 100 pts.

## *Grade Scale*

90-100 – A

89-90 – B

70-79 – C

## What is the online presentation?

An online presentation about theory is delivered in an appealing manner with audience in mind. It describes what you see as your own theory of teaching/learning with technology, how your theory resonates with that of the scholars we are studying. The presentation should include detailed examples that are evidence of your alignment with a theory. Your presentation should also include reference to three research-based articles, which are used for support and are listed in a list using APA style. **DUE November 23, Monday—format: podcast, digital story, PPT slide show with sound/video recording, wiki with multimedia additions, or other online multi-modal presentation.**

## What is the descriptive consultancy?

A descriptive consultancy protocol is designed to present a problem that deals with the integration of technology to a team of consultants. As the presenter, you will identify and state a problem in the form of a question. For instance, "How do I make the best use of a lab when I can take my students there once every 6 weeks?" As a presenter, you will need to provide details of the setting as well as artifacts for the consultants to consider. As a consultant, you will need to carefully consider the evidence presented, ask clarifying questions, read/listen intently, and offer a coherent, concrete solution. **DUE December 5, Saturday — 30 minutes maximum.**